

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Larry Heath

Official School Name: Dr. J. Michael McGrath Elementary

School Mailing Address: 21501 Deputy Jake Way
Newhall, CA 91321-4687

County: Los Angeles State School Code Number: 19648320100644

Telephone: (661) 291-4090 E-mail: lheath@newhall.k12.ca.us

Fax: (661) 291-4091 Web URL: www.mcgrathelementary.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Marc Winger Superintendent e-mail: mwinger@newhall.k12.ca.us

District Name: Newhall School District District Phone: (661) 291-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Suzan Solomon

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11CA14

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 10 Elementary schools
(per district designation) 0 Middle/Junior high schools
0 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 7510

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	51	46	97
K	40	38	78		7	0	0	0
1	67	39	106		8	0	0	0
2	33	53	86		9	0	0	0
3	68	47	115		10	0	0	0
4	43	47	90		11	0	0	0
5	52	39	91		12	0	0	0
Total in Applying School:								663

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
45 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
4 % White
46 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 22%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	79
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	68
(3)	Total of all transferred students [sum of rows (1) and (2)].	147
(4)	Total number of students in the school as of October 1, 2009	672
(5)	Total transferred students in row (3) divided by total students in row (4).	0.22
(6)	Amount in row (5) multiplied by 100.	22

8. Percent limited English proficient students in the school: 63%
 Total number of limited English proficient students in the school: 417
 Number of languages represented, not including English: 6
 Specify languages:

Spanish, Tagalog, Gujarati, Urdu, Vietnamese, and Visayan.

9. Percent of students eligible for free/reduced-priced meals: 81%

Total number of students who qualify: 538

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>42</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>6</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>18</u>
Support staff	<u>6</u>	<u>15</u>
Total number	<u>36</u>	<u>40</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	92%	92%	94%	93%
Teacher turnover rate	3%	6%	8%	10%	22%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

McGrath's Daily Teacher Attendance is affected by professional development trainings provided by the district. For example, teachers new to a grade level will attend six full-day writing genre trainings over the course of a school year. If deemed necessary, at times the entire grade level will attend genre trainings together. Teachers in the Beginning Teacher Support and Assessment program will attend a similar number of seminars over the course of a year. Project GLAD(Guided Language Acquisition Design), another professional development opportunity, is an eight day training model involving classroom observations.

Teacher Turnover Rate in 2005-2006 was impacted by a large number of teachers transferring from McGrath to other district schools. A number of the teachers who opened the school in 2003 determined, after a few years teaching here, they were not a good fit for the school and chose to transfer out. In developing a strong sense of community and culture, staffing changes were necessary in order to build a staff who bought into the vision of the school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Dr. J. Michael McGrath Elementary School, located forty-five minutes north of downtown Los Angeles, opened in fall 2003. Our current student population of 663 students in grades K-6 is predominantly of Hispanic ethnicity with very small numbers of white/Caucasian, African American, and Asian students. On average sixty or more students will enroll after the start of each school year. A similar number will exit the school at some point during the school year. Seventy-one percent of our students receive free or reduced-price lunch. Sixty-three percent are learning English as a second language.

While our demographics present unique challenges, they are not our defining characteristics. The mission of Dr. J. Michael McGrath Elementary School is to create an environment that ensures successful learning for all students. We do this by focusing on state content standards, tailoring instruction to teach to each student's instructional level, and providing comprehensive support to challenge our students to reach their academic potential. We do this so that our students become positive contributors to their community, now and in the future.

Our students, responding to the efforts of the teaching staff, have shown outstanding growth in mastery of California State Standards in English/language arts and mathematics. In 2004 only twenty-eight percent of McGrath students tested proficient or advanced in English/language arts, and thirty-nine percent were proficient in math. In 2010 sixty-nine percent of students were proficient or advanced in English/language arts, and seventy-seven percent were proficient or advanced in math. In 2010 McGrath received the California Distinguished School award. McGrath has also earned California's Title I Academic Achievement award for the last three years.

Supporting student achievement starts with our dedicated teaching staff. All teachers at McGrath are fully certified to work with English learners. Grade level teams meet together weekly as a professional learning community to set student learning goals, identify best instructional practices, create common grade level formative assessments, and analyze student achievement data. Teaming has created an "open door" culture at McGrath where colleagues seek advice and share strategies freely. In addition to teaming, McGrath teachers actively seek out additional training in instructional strategies designed to maximize student learning. These trainings are on-going, in-depth, and embedded in the instructional program. Most are organized and delivered by McGrath or district staff. They include Project GLAD (Guided Language Acquisition Design), Thinking Maps, Depth and Complexity Icons, use of holistic rubrics to assess student writing, creating common formative assessments, Making Standards Work, Professional Learning Community Summits, and Response to Intervention Institutes.

McGrath students benefit from a variety of programs designed to improve learning and develop leadership skills. Students needing additional time and instruction to master standards participate in Response to Intervention programs. During the school day grade levels receive forty-five minutes of instructional support for English/language arts. Grades four through six receive an additional thirty minutes of math support. After school, extended day classes run from thirty to sixty minutes four days a week in two to four week sessions. Intersession classes during winter and spring vacations review essential standards and provide additional practice opportunities. Students in grades four, five, and six may enroll in our After School Enrichment and Safety (ASES) program. The ASES program focuses on building core reading, math, and physical education skills. ASES enrichment classes provide an opportunity for students to develop outside interests. To build leadership skills, students have the option of participating in student council assignments, helping out in the McGrath PawPrint store, and working with primary buddy classes. Many upper grade students also join weekly orchestra and chorus classes.

On our 2010 School Effectiveness Survey, ninety-nine percent of parents expressed their satisfaction with McGrath Elementary. The entire McGrath school community contributes to student success. Our PTA organization oversees fundraisers for grade level field trips, provides volunteers for school-wide

events, prepares the annual Red Ribbon Week program, publishes a yearbook, and plans the annual Talent Show. Parents attend grade level parent information nights, Title I meetings, Even Start classes, and parent/teacher conferences. Literacy volunteers from local service groups read with kindergarten and first grade students. The Child and Family Center (a non-profit mental health agency) offers counseling and parenting classes to referred families. Families look forward to attending special school events such as Kindergarten culmination, first grade's Patriotic Performance, second grade's Traditions around the World program, third grade's Recorder Concert, upper grade chorus and orchestra concerts, and sixth grade graduation.

McGrath's commitment to developing a professional learning community, comprised of faculty, students, and parents, has led to burgeoning student achievement and consistent professional growth as we work together to implement best practices. The hard work and dedication of our community is evident in our successes.

1. Assessment Results:

McGrath students show strong growth in mastering California State Standards. Their progress is measured in multiple ways, including the Academic Performance Index (API) and the Standardized Testing and Reporting (STAR) program. The California Department of Education has determined that an API score of 800 or above signifies that the school's students are achieving at high levels. The number is reflective of each school's overall achievement on the California Standards Tests (CST) in English/language arts and math in grades 2-6, writing in grade 4, and science in grade 5. The API factors in the achievement of significant subgroups and relevant student demographic data such as socioeconomic level, mobility, and parent educational levels. The state also ranks schools on a scale of 1-10 based on the API, with 10 being the highest decile. Schools' rankings are compared to all schools in the state as well as to schools with similar demographics. Additional information on California's API, the STAR program, and McGrath's assessment data may be accessed at www.cde.ca.gov.

McGrath's first API score was 708, ranking in the 5th decile statewide. Among similar schools at the time, this API was in the 10th decile. Currently McGrath's API score is 859, ranking in the 8th decile statewide and in the 10th decile among similar schools. Every year since McGrath opened our API score has improved, which is an on-going indicator of the effectiveness of our core instruction and intervention programs.

California Standards Tests results are reported through the STAR program. STAR results in mathematics and English/language arts (ELA) are reported in five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students at the proficient level are considered to be meeting state standards.

Reviewing the last five years of ELA assessment data reveals the following achievement trends:

- Grade level percentages of all students meeting standards moved from a median of 43% to 69%.
- Grade level percentages of English Learners meeting standards moved from a median of 30% to 63%.
- Grade level percentages of Economically-Disadvantaged students meeting standards moved from a median of 35% to 66%.
- Grade level percentages of Hispanic or Latino students meeting standards moved from a median of 35% to 65%.
- Grade level percentages of Special Education students moved from a median of 31% to 35%.
- Schoolwide, the percentage of students scoring advanced has improved from 13% to 26%.
- The percentage of English learners scoring advanced has risen from 2% to 17%.
- The percentage of Economically-Disadvantaged students scoring advanced has improved from 8% to 24%.
- The percentage of Hispanic or Latino students scoring advanced rose from 9% to 24%.
- The percentage of Special Ed students scoring advanced improved from 9% to 33%.

In mathematics, the data indicates similar improvements in the percentages of students meeting standards and in the percentages of students scoring advanced over the last five years.

- The percentages of all students meeting standards moved from a median of 56% to 77%
- Percentages of English Learners meeting standards moved from a median of 46% to 75%.

- Percentages of Economically-Disadvantaged students meeting standards moved from a median of 49% to 77%.
- Percentages of Hispanic or Latino students meeting standards moved from a median of 50% to 76%.
- Percentages of Special Education students meeting standards moved from a median of 42% to 66%.
- Schoolwide, the percentage of students scoring advanced in math has improved from 18% to 41%.
- The percentage of English learners scoring advanced has risen from 12% to 27%.
- The percentage of Economically-Disadvantaged students scoring advanced has improved from 14% to 40%.
- The percentage of Hispanic or Latino students scoring advanced has risen from 13% to 41%.
- The percentage of Special Education students scoring advanced has improved from 20% to 35%.

Students receiving Special Education services are the only subgroup not within ten percentage points of the school-wide number meeting standards. There is a gap of eleven percentage points in math and a fourteen percentage point gap in ELA. To address this gap, students' individualized education plan (IEP) goals are now written based on grade level standards. These students participate fully in all intervention programs offered to their grade level. Their progress is overseen by the Resource Specialist and reviewed regularly by school leadership.

The overall trend in both ELA and math has been a steady increase in the number of students reaching or exceeding proficiency on California Standards Tests. All subgroups, including Special Education students, show steady growth toward meeting and exceeding mastery. This growth results from the laser-like focus on student learning throughout the school.

2. Using Assessment Results:

Reviewing and responding to data is the hallmark of McGrath's team collaboration process. Every year grade level teams begin the school year reviewing summative test data from the prior year to identify relative strengths and weaknesses in the instructional programs. This summative data includes district-created trimester tests in writing, English/language arts, and math; California Standards Tests (CST) results; English language development levels; and anecdotal feedback from parents. Teams set yearlong SMART (specific, measurable, attainable, results-bound, and time-oriented) goals in English-language arts and mathematics to target identified areas of weakness. Each team also sets at least one SMART goal targeted to improve the achievement of the grade level's English learners. Teachers then collaboratively design a comprehensive, standards-based, year-long pacing guide for all curricular areas. Grade level teams meet with administration to discuss curricular goals and instructional refinements during Professional Performance Plan conferences throughout the year.

As part of ongoing efforts to improve student achievement, teams collect and disaggregate data from common formative assessments (CFAs) to determine whether the students are meeting short and long-term SMART goals. A dedicated database program, *Measures Aligned*, allows McGrath teachers and administrators to load and sort assessment data by student and standard. Data drives the pace of instruction and determines when and how students receive intervention. For example, depending on student response to instruction, teams have the option of progressing through curriculum or pausing to take longer for adequate instruction to take place. Before beginning a teaching cycle, teams pre-test students to determine students' background knowledge about the unit. At the close of each unit, students take the team-selected common formative assessment (CFA). Based on the data from the assessment, the team determines which students have met the mastery criterion and which students need more time and attention in order to reach mastery. Students not meeting the mastery criterion will receive additional instruction and practice during grade level reteach time, afterschool programs, and intersession classes.

McGrath's analysis of data plays a pivotal role in improving teaching and learning. Analyzing data to determine instructional weaknesses causes teachers to reflect on their teaching practices. As a result, teachers actively seek out colleagues' advice, give counsel on effective instruction, and willingly participate in school and district level professional development opportunities.

3. Communicating Assessment Results:

McGrath updates yearly its Single Plan for Student Achievement (SPSA). The plan includes assessment results over time, yearly school improvement goals, and budget information. The plan is reviewed by district level staff, presented to the governing board, and shared with the community. The School Accountability Report Card is also available for public view over the internet and in the school office.

McGrath teachers host a yearly Back to School Night to help parents understand the specific grade level content standards and expectations for the upcoming school year. Teachers review multiple measures, including students' daily work and classroom assessments throughout the year, which will be used to communicate student performance to families. As teams have delved into collaboration, they have demonstrated a strengthened focus on reaching out to and supporting parents. Every team has high expectations for students, and clearly communicating those expectations to McGrath parents has increased parental involvement in student achievement. Teams have revised McGrath's parent/teacher conference approach so that each teacher meets personally with each student and his or her parents by the sixth week of school and again after winter break. At the first meeting, teachers review California Standards Tests (CST) results, beginning of the year placement testing, and the student's current English language development level (if applicable). Based on this information, the teacher, parent, and student set personalized achievement goals for the student, parents receive tools and resources to use at home, and the student has a clear understanding of how he or she will be supported at school and home. At the spring conference, teachers review student progress with parents and work with parents and students to adjust the fall achievement goals as needed. In conjunction with parent/teacher conferences, three times a year McGrath teachers send home the district's standards-based report card to provide updated information on student progress.

McGrath works closely with families of special needs students. Teachers create Individual Learning Plans (ILP) for students in the Gifted and Talented Education (GATE) program and share those plans at goal-setting conferences. Teachers and administrators meet with students at risk of retention and their parents three times a year to discuss student progress and review intervention program placement. Parents of special education students meet annually with the site team to review and develop goals for a child's Individualized Education Plan (IEP).

4. Sharing Lessons Learned:

McGrath Elementary regularly shares its successes with other schools. Teachers at McGrath serve on the district's Curriculum Council, GATE Advisory Council, Writing Committee, and English Language Learner Accountability Committee (DELLAC). Curriculum Council deals with issues relating to standards, assessment, textbook adoption, and best practices. The GATE Advisory Council works to improve instruction across the district for high-performing students. The Writing Committee provides training to all district staff on teaching standards-based writing genres. The DELLAC meets frequently to review progress on English learner instruction and plan parent education events. Each summer McGrath teachers from each grade level work on ad-hoc district committees to update district-mandated grade level assessments with colleagues across the district. Three McGrath teachers serve as Project GLAD trainers for the district, providing ongoing professional development on best practices for teaching English learners. McGrath teachers attend and share strategies at district grade level meetings held throughout the year.

Teachers participate in the Beginning Teacher Support and Assessment program (BTSA) and serve as Support Providers for beginning teachers at our site as well as other schools in the district. Support Providers attend BTSA academies throughout the year to share successful practices with surrounding

districts' colleagues. McGrath teachers and administrators welcome other teachers throughout the district to visit and observe quality instructional strategies. District and school site administrators participate in bimonthly Administrative Council meetings to communicate school accomplishments and collaborate to address site-specific concerns.

McGrath has hosted leadership teams from neighboring school districts, providing them access to teacher-created pacing guides and assessment cycles. These leadership teams have also toured the campus to observe classroom instruction as well.

McGrath staff shares electronic versions of team pacing guides, CFAs, standards-based warm-up activities in math and English/language arts, and team agendas for pacing guides. These are housed on a district server accessible by all Newhall district personnel. The server also contains electronic versions of Project GLAD strategies such as original chants, graphic organizers, and teacher-created big books relating to science and social studies curriculum.

1. Curriculum:

McGrath Elementary provides every student with a research-based comprehensive core curriculum aligned to state content standards, frameworks, and assessments. Teachers collaborate, articulate, and implement the curriculum based on best practices to ensure grade-level and district-wide alignment.

The reading/language arts program is differentiated within each grade level to target specific student needs. Grade level teams utilize beginning of year placement tests to determine students' instructional strengths and weaknesses. Then teams collaborate to build assessment cycles throughout the year and create yearly pacing guides in all curricular areas. The pacing guides include reteach cycles, extended day programs, and intersession classes designed to reinforce learning and provide additional practice on key standards. The district has adopted the Houghton Mifflin reading series as the core reading curriculum. The program emphasizes the integration of listening, speaking, vocabulary development, reading and writing in a meaning-centered context. Hampton Brown's *Avenues* (grades K-4) and *High Point* (5-6) series have been adopted as the English Language Development program for the district.

At risk students participate in intervention programs during school, after school, and during vacation breaks. Programs for at-risk students during the regular class day focus on reading fluency and comprehension. These programs utilize *Soar to Success*, *VoWac*, *Project Read*, *Reading Mastery*, *Failure Free Reading*, *Reading A to Z* and leveled readers with small groups to enhance fluency, vocabulary development, and reading comprehension. Intervention during the school day takes place at reteach or seatwork times so students in intervention do not miss classroom instruction. After school programs review essential standards in language arts and math and provide additional practice time on writing genres. Intersession classes review essential material previously taught, allowing students more time to demonstrate mastery of key content in math and English/language arts.

Gifted and Talented (GATE) students also benefit from differentiated small group instruction. Teachers integrate district-adopted GATE curriculum units to help guide and extend lessons in the classroom. GATE and high-performing students participate in enrichment and extension activities in pull-out classes during grade level reteach blocks.

McGrath provides ongoing professional development for teachers to develop best practices in teaching writing. These trainings are part of the Newhall School District's Coherent Writing Program. In addition teachers may also attend Depth and Complexity Icons, Thinking Maps, and GLAD professional development opportunities.

The mathematics program emphasizes instruction in the mastery of number sense, algebraic functions, geometry, and measurement and statistics. Teams assess students' math skills at the beginning of the year and collaboratively plan the year's math pacing guide based on student assessment results. Students in grades four through six benefit from a push-in math intervention program. Four additional curriculum specialists are available to upper grade classes during their math times. These specialists enter the classrooms to work with small group of students. The adopted Glencoe McGraw Hill math texts are directly correlated to state standards. In addition to the adopted text, the Newhall School District has developed weekly math review tests, as well as standards-based trimester tests, to provide formative data on student mastery of math standards. These tests can be inputted into the *Measures Aligned* database so student data can be sorted and disaggregated on a weekly basis.

The Harcourt Brace science series for kindergarten through fifth grade and Prentice Hall *Science Explorer* for sixth grade provide opportunities for all students to participate in an activity-based program teaching the scientific method in earth, life and physical science. The social studies program, also published by Harcourt, builds historical and geographical knowledge, development of cultural and democratic

understanding, and knowledge and skills necessary for responsible citizenship. Both science and social studies curricula are standards-aligned. English learners are fully supported in science and social studies through the use of *Guided Language Acquisition Design*, *Thinking Maps*, and Depth and Complexity icons. These teaching strategies encourage students to build academic vocabulary through the use of visual aids, cooperative learning, chanting and rhythm, and total physical response.

The art program at McGrath utilizes the district-adopted art program *Adventures in Art* focusing on the critical components of production, aesthetic scanning, cultural heritage, and critical study. A certificated teacher provides art lessons to students in fourth through sixth. Students receive classroom music instruction from credentialed teachers and also have the opportunity to participate in chorus and orchestra. Students participate in the Sports, Play and Active Recreation for Kids (SPARK) program for physical education. McGrath is also part of the Harvest of the Month program, which teaches healthy eating choices and introduces students to a wide variety of fresh fruits and vegetables.

Newhall School District's technology plan outlines grade level expectations for word processing, publishing, multi-media presentations, and internet use. Teachers integrate technology throughout all content areas. Each classroom at McGrath has six to eight desktop computers, a Promethean board (interactive projection device), and document camera. All computers are networked through the district server.

2. Reading/English:

McGrath students receive rigorous standards-aligned instruction in English/language designed to foster academic excellence, embracing the challenge of developing literary skills for all learners. Within each classroom there are multiple reading levels, and teams have worked diligently to develop a responsive reading program that differentiates instruction for all levels within the classroom. To do this, each grade level has reviewed the California Framework for English/Language Arts, the Standardized Testing and Reporting (STAR) blueprints, and district-created standards-aligned trimester tests. Based on these documents, teams have prioritized grade level reading standards. These prioritized standards are the grade level's essential standards for reading instruction.

McGrath's reading instruction program is sequenced and spiraled. Teachers utilize flexible reading groups throughout the day, using grade level anthologies, leveled readers, and novels to differentiate the curriculum. During collaboration time, teams determine which reading material best meets the needs of the students for a particular unit of study. Reading instruction in the primary grades focuses on developing decoding skills, reading fluency, and basic reading comprehension. McGrath's Response to Intervention (RTI) program for primary grades targets students who need additional time to master decoding skills in order to bolster reading fluency. Upper grade reading instruction develops students' abilities to infer, compare and contrast, make judgments, understand theme and author's purpose, and extract examples from text to support their conclusions. The RTI program for upper grades develops students' use of reading strategies to comprehend grade level text. RTI program teachers work with grade level teams to identify students in need of intervention. They frequently assess students and report back to the team on student progress. Additionally students participate as directed in after school and intersession programs.

Instruction in written conventions and writing revolves around the Newhall School District's Coherent Writing Program. This program teaches different writing genres (four genres in fourth grade): writing narratives, writing summaries, responding to literature, and writing persuasively. Instruction is sequential and spiraled, building upon previous grade level instruction. Students take three formative writing assessments each year. Grade level teams collaboratively score the formative writing assessments and chart trends. Instruction is modified depending on noted trends. At the end of the year, students take a summative writing assessment. Summative writing results are shared across the district and are used to update professional development training for the next year.

3. Mathematics:

Mathematics instruction at McGrath is standards-aligned and based on ongoing assessment of student mastery. Grade level teams have developed essential standards for math, administer beginning of the year assessments to determine strengths and weaknesses, and plan yearly pacing guides for ensuring mastery of essential math standards. Teachers utilize the adopted math program as a teaching tool within each unit of instruction.

Another tool for ensuring mastery of math standards is the Newhall School District weekly math assessments. These assessments contain test questions from the previous grade level, questions about standards already taught for the current grade level, and questions about standards not yet introduced to students. These assessments may be scanned into *Measures Aligned* to assist teachers in tracking student progress. After taking weekly assessment, teachers and students correct the material together. Teachers take the time to do mini-lessons on those previously-taught skills in which students demonstrate a lack of mastery. While the weekly review has been extremely beneficial, McGrath teams have developed shorter, standards-aligned, daily math reviews. Consistently reviewing math skills on a daily basis has proven highly effective in helping students maintain previously learned skills. To bolster retention of math skills at home, parents receive flash cards and home math strategies at the fall parent/teacher conferences. The upper grade after school program has a daily math facts rotation as well. Grade level teams plan extended day math programs as needed.

Teachers use a variety of techniques to provide math instruction. Promethean Board flip charts, teacher-created games, graphic organizers, flexible grouping strategies, vocabulary notebooks, and peer review activities support direct instruction. Each classroom in grades four through six has thirty minutes of math support provided by a curriculum specialist. The specialist works with identified students in the classroom under the direction of the classroom teacher. Students also have access to math review software housed on our school's networked server. This software is standards-based and includes learning games in number sense, algebra, geometry, statistics and probability, and math reasoning.

4. Additional Curriculum Area:

Social Studies instruction at McGrath is an excellent example of content integration with other curricular areas. Grade level teams have developed multi-disciplinary units incorporating reading comprehension, vocabulary development, and writing to teach social studies standards. Vocabulary in the units is drawn from the district's Academic Vocabulary lists, which designate the key vocabulary needed to understand essential standards in each curricular area. Using graphic organizers, picture file cards, and teacher-created big books, teachers introduce the standards through direct instruction. Internet field trips, Promethean flip charts, and age-appropriate media presentations are also used to develop background knowledge and vocabulary. Students learn teacher-created chants related to content, and they work in cooperative groups to recreate the charts and graphic organizers around the room. The PTA provides funding for field trips to local historical sites. During reading instruction, students in upper grades will do novel studies related to the social studies theme. A variety of novels are available at different reading levels so all students access the unit's content. After learning the material, students work on differentiated performance assessments to show comprehension of the material taught. Performance assessments include writing, visual arts, technology, and oral presentation components. Students can work on performance assessments independently or in groups.

Vocabulary development and reading comprehension are difficult skills for McGrath students. Many students are learning English as a second language and may not have background knowledge or vocabulary related to social studies standards. Using multi-disciplinary strategies provides McGrath students differentiated tools for learning. The social studies curriculum at McGrath is high-interest and rich in academic language. Students enjoy working together to complete hands-on activities and performance assessments. Social studies textbooks and related novels integrate well into daily reading and writing activities. Social Studies standards have become the springboard into in-depth study of challenging material at McGrath. Our mission at McGrath is to assist students in becoming productive

members of society. Developing their understanding of social studies standards makes our students more aware of the world around them and their role in creating a civil society.

5. Instructional Methods:

McGrath employs a balanced set of instructional strategies to meet the diverse needs of all students in English/language arts and math. English learners and economically disadvantaged students are of particular concern. All McGrath teachers have been trained in Project GLAD. Many are currently attending Depth and Complexity Icons and Thinking Maps trainings. The instructional strategies in these programs focus on organizing information visually, using visual cues to teach academic language, and building comprehension of both narrative and expository text. Teachers differentiate instruction through manipulatives, visual aids, Total Physical Response (TPR), flexible grouping, cooperative grouping clusters, and individual learning contracts. Inquiry based activities such as KWL charts, science experiments, experiential activities, and internet searches launch themes across curricular areas and encourage oral discussion among students. Students use teacher-selected internet education sites and network software to practice reading and math skills. Teachers assign standards-based homework which supports student learning. Homework is modified to support the needs of both struggling and high achieving learners.

English learners benefit from Project GLAD's range of instructional strategies which includes picture cues, realia, brain imprinting, oral discussion, chanting, sentence pattern charts, visual organizers, poetry, narratives, expository text, cooperative jigsaw activities, and positive interdependence during group work. These strategies help lower affective filters and provide comprehensible input of standards-aligned information. English learners are able to participate in the regular curriculum to the fullest extent possible through these differentiation strategies.

Response to Intervention (RTI) strategies are designed to accelerate the achievement of struggling learners. Instructional strategies used during RTI instruction include letter and word cards for physical manipulation, phonemic awareness activities, direct instruction of reading comprehension strategies, graphic organizers for recording information, sentence frames and paragraph frames, frequent re-reading of previous material, and oral discussion. For example, a second grade student in RTI would use a small whiteboard to practice dictation words, manipulate letter cards to create words to blend, use a highlighter to find word patterns in leveled text, and read that leveled text with a partner to develop word fluency. These active-learning techniques are multi-modal and provide practice in a variety of different ways.

6. Professional Development:

Professional development at McGrath links up with five district-level professional development series. These series focus on developing vocabulary, improving reading comprehension, and using visual cues to bridge understanding of grade level standards.

Project GLAD provides instructional strategies for developing metacognitive use of high level academic language and literacy skills by integrating listening, speaking, reading, and writing activities throughout the content areas. These strategies provide needed scaffolding for English learners to understand grade level concepts. The initial two-day training focuses on theory of second language acquisition, reading/writing research, brain research, classroom implications and applications, and curriculum strategies. Five days of demonstration lessons follow during which one trainer teaches students while another trainer coaches observers. Demonstration lessons take place in the mornings. During the afternoons, teachers develop their own Project GLAD units to use with their students. Trainers are on hand to guide them through this process. After implementing their units, teachers have a follow-up meeting with trainers to examine their experiences, celebrate successes and discuss concerns. McGrath has been a demonstration site in a 2-year "Best Practices" state grant to further embed Project GLAD practices in the district. All teachers at McGrath are trained in Project GLAD, and each year teams are given days of release to work directly with Project GLAD trainers.

District-trained mentor teachers provide annual training to teachers on Newhall School District's standards-based Coherent Writing Program. The trainings begin with a focus on best practices for teaching a specific genre. Trainees then return to the classroom, teach the genre to students, administer a formative assessment, score and analyze the assessments, and then use the results to improve performance. During the instruction phase, trainees attend a follow-up meeting with trainers to discuss progress. In subsequent years, teachers attend "tune-up" sessions to share new strategies by examining student work. This program has contributed to yearly increases in students' writing proficiency throughout the district.

Two additional trainings, *Thinking Maps* and *Depth and Complexity Icons*, provide strategies for bolstering reading comprehension of grade level text. These optional trainings explore the use of graphic organizers and icons to assist students with analyzing texts, organizing information, and creating written responses. Teacher participants attend six training sessions. After each session, they return to their classrooms to practice techniques and then share their experiences at the next training.

7. School Leadership:

Leadership at McGrath depends on data analysis and current educational research to facilitate success. The development of McGrath's professional learning community has been heavily influenced by the writings of Richard DuFour, Robert Eaker, Douglas Reeves, Michael Fullan, and Robert Marzano. Currently the school has a very flat leadership structure in which grade level teams work to ensure proficiency of all students in ELA and math. The school principal has delegated much of the daily execution of school-wide programs to the assistant principal and those that supervise intervention and afterschool programs. Daily classroom visits assist school leadership in acquiring a deeper understanding of the impact of instruction on learning. The principal has a laser-like focus on results while coaching all staff to build and sustain trust, deal with conflict, persevere with commitment, and embrace accountability. This focus on results begins each year with teams presenting to the principal beginning of year assessment data and student achievement goals based on that data. The principal visits with teams throughout the year to review team progress toward meeting those goals. During these visits, teams propose new programs and strategies to support progress toward goals. School leadership then assists teams with implementation by procuring resources and personnel to meet identified needs.

As part of McGrath's focus on results, the principal regularly meets with district leadership, the governing board, and teacher union representatives to inform them on student progress and present school improvement initiatives. The principal understands, and models, innovative thinking to address problems and implement solutions. For example, McGrath has a unique yearly calendar in the district. This unique calendar, requested by teachers as part of on-going efforts to close gaps in student achievement, had to be negotiated with district leadership and the teachers' union and then receive governing board approval. The principal also brings current writers and research to the attention of the faculty. Examples of books shared with the staff are *The Five Dysfunctions of a Team* by Patrick Lencioni, *The Checklist Manifesto* by Atul Gawande, *Drive* by Dan Pink, and *Made to Stick* by Chip and Dan Heath. School leadership has developed a school culture of accountability for student learning which places a high priority on professional development. Leadership has guided this professional development, by researching best practices and putting money aside in the budget to finance training. This investment has paid large dividends in improved instruction, which directly improved student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA
STAR/2005-2010

Publisher: Educational Testing Service/California Department
of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	81	83	76	57	58
Advanced	50	40	50	29	18
Number of students tested	117	93	103	98	89
Percent of total students tested	99	99	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	81	81	76	57	51
Advanced	50	34	51	29	18
Number of students tested	104	68	79	83	68
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	79	80	72	57	54
Advanced	47	38	44	27	17
Number of students tested	97	74	81	74	71
4. Special Education Students					
Proficient and Above	40	82		62	
Advanced	40	27		23	
Number of students tested	10	11		13	
5. English Language Learner Students					
Proficient and Above	74	82	73	50	48
Advanced	47	35	44	20	17
Number of students tested	70	57	55	54	48
6. White					
Proficient and Above				40	
Advanced				30	
Number of students tested				10	
NOTES: Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA STAR/
2005-2010

Publisher: Educational Testing Service/California Department
of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	70	64	58	39	36
Advanced	28	29	23	16	10
Number of students tested	117	93	103	98	90
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	68	63	56	36	35
Advanced	28	22	20	16	7
Number of students tested	104	68	79	83	69
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	66	59	51	32	33
Advanced	24	22	19	14	10
Number of students tested	97	74	81	74	72
4. Special Education Students					
Proficient and Above	30	64		38	
Advanced	30	27		0	
Number of students tested	10	11		13	
5. English Language Learner Students					
Proficient and Above	60	60	44	26	31
Advanced	23	18	11	9	6
Number of students tested	70	57	55	54	49
6. White					
Proficient and Above				50	
Advanced				30	
Number of students tested				10	
NOTES: A blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department of Education

STAR/2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	82	87	82	75	43
Advanced	39	54	54	40	17
Number of students tested	95	94	99	85	86
Percent of total students tested	99	98	97	100	100
Number of students alternatively assessed	1	2	3	0	0
Percent of students alternatively assessed	1	2	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	80	85	82	70	37
Advanced	39	55	49	33	13
Number of students tested	81	73	77	61	62
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	83	86	80	69	36
Advanced	40	50	48	34	11
Number of students tested	79	72	79	62	61
4. Special Education Students					
Proficient and Above	92	80	91	64	
Advanced	42	80	82	36	
Number of students tested	12	10	11	11	
5. English Language Learner Students					
Proficient and Above	85	89	79	61	28
Advanced	40	51	41	34	2
Number of students tested	63	53	58	41	47
6. White					
Proficient and Above				100	66
Advanced				70	33
Number of students tested				10	15
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department of Education

STAR/2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	49	57	43	43	21
Advanced	17	10	8	7	5
Number of students tested	94	92	97	85	86
Percent of total students tested	98	96	95	100	100
Number of students alternatively assessed	2	3	5	0	0
Percent of students alternatively assessed	2	3	5	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	45	51	41	36	15
Advanced	15	7	7	7	2
Number of students tested	80	71	75	61	62
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	46	50	39	40	15
Advanced	14	7	5	8	2
Number of students tested	78	70	77	62	61
4. Special Education Students					
Proficient and Above	36			55	
Advanced	18			9	
Number of students tested	11			11	
5. English Language Learner Students					
Proficient and Above	47	40	38	34	9
Advanced	11	8	5	7	0
Number of students tested	62	52	56	41	47
6. White					
Proficient and Above				80	34
Advanced				0	7
Number of students tested				10	15
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA STAR/2005 Publisher: Educational Testing Service/California Department of Education - 2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	90	79	70	63	60
Advanced	63	55	41	28	21
Number of students tested	101	100	87	79	97
Percent of total students tested	97	98	97	100	100
Number of students alternatively assessed	1	2	3	0	0
Percent of students alternatively assessed	1	2	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	93	79	69	60	52
Advanced	62	52	40	28	18
Number of students tested	84	77	62	60	73
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	90	78	71	58	51
Advanced	61	48	41	25	16
Number of students tested	75	79	63	60	69
4. Special Education Students					
Proficient and Above		75			45
Advanced		58			9
Number of students tested		12			11
5. English Language Learner Students					
Proficient and Above	91	74	65	53	52
Advanced	58	41	35	15	11
Number of students tested	55	58	40	40	54
6. White					
Proficient and Above			80	81	85
Advanced			50	36	31
Number of students tested			10	11	13
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department of Education

STAR/2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	81	71	62	45	46
Advanced	36	30	24	16	16
Number of students tested	102	97	86	79	97
Percent of total students tested	98	95	96	100	100
Number of students alternatively assessed	2	5	4	0	0
Percent of students alternatively assessed	2	5	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	80	70	57	42	40
Advanced	32	28	20	12	12
Number of students tested	84	74	61	60	73
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	78	67	58	38	39
Advanced	34	24	24	13	10
Number of students tested	74	76	62	60	69
4. Special Education Students					
Proficient and Above					18
Advanced					18
Number of students tested					11
5. English Language Learner Students					
Proficient and Above	73	62	54	25	33
Advanced	25	24	15	0	2
Number of students tested	55	55	39	40	54
6. White					
Proficient and Above			90	64	69
Advanced			40	9	31
Number of students tested			10	11	13
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department of Education

STAR/2005-2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	73	74	68	59	43
Advanced	37	27	36	16	15
Number of students tested	98	78	74	76	82
Percent of total students tested	97	98	97	100	99
Number of students alternatively assessed	2	2	2	0	0
Percent of students alternatively assessed	2	3	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	74	72	67	57	39
Advanced	35	22	39	13	11
Number of students tested	84	58	54	56	54
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	74	73	63	56	33
Advanced	33	22	34	9	11
Number of students tested	78	59	58	57	54
4. Special Education Students					
Proficient and Above				27	
Advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient and Above	74	72	63	54	27
Advanced	33	25	30	5	7
Number of students tested	58	32	30	37	30
6. White					
Proficient and Above		84			66
Advanced		42			8
Number of students tested		12			12
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department

STAR/2005-2010

of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	63	63	63	38	39
Advanced	28	23	24	5	15
Number of students tested	96	77	71	76	83
Percent of total students tested	95	96	93	100	100
Number of students alternatively assessed	4	3	5	0	0
Percent of students alternatively assessed	4	4	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	61	60	60	34	33
Advanced	24	21	21	2	15
Number of students tested	82	57	52	56	55
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	61	64	57	35	28
Advanced	24	21	16	2	15
Number of students tested	76	58	56	57	55
4. Special Education Students					
Proficient and Above				9	
Advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient and Above	59	58	50	24	20
Advanced	18	10	4	0	3
Number of students tested	56	31	28	37	30
6. White					
Proficient and Above		66			59
Advanced		33			17
Number of students tested		12			12
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA

Publisher: Educational Testing Service/California Department

STAR/2005-2010

of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	56	44	45	35	52
Advanced	14	17	7	8	18
Number of students tested	74	75	82	85	80
Percent of total students tested	91	96	99	100	100
Number of students alternatively assessed	5	3	0	0	0
Percent of students alternatively assessed	6	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	53	43	41	31	38
Advanced	12	16	2	6	9
Number of students tested	59	58	63	65	47
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	52	43	41	32	47
Advanced	13	15	2	9	11
Number of students tested	55	60	58	56	45
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above	42	36	30	23	33
Advanced	13	3	0	3	4
Number of students tested	32	33	33	30	24
6. White					
Proficient and Above	73			31	57
Advanced	0			0	19
Number of students tested	11			13	16
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: California Standardized Testing and Reporting

Edition/Publication Year: CA/2005-2010

Publisher: Educational Testing Service/California Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	75	58	52	44	50
Advanced	23	22	16	19	21
Number of students tested	74	74	83	85	80
Percent of total students tested	91	95	100	100	100
Number of students alternatively assessed	6	4	0	0	0
Percent of students alternatively assessed	7	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	71	54	47	40	34
Advanced	21	19	11	15	6
Number of students tested	59	57	64	65	47
2. African American Students					
Proficient and Above					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Above	76	56	47	36	42
Advanced	22	19	10	14	9
Number of students tested	54	59	59	56	45
4. Special Education Students					
Proficient and Above					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient and Above	68	44	29	37	17
Advanced	6	6	3	7	0
Number of students tested	31	32	34	30	24
6. White					
Proficient and Above	63			62	56
Advanced	36			31	25
Number of students tested	12			13	16
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA. Blank indicates less than ten students.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	77	75	71	61	56
Advanced	41	39	38	24	18
Number of students tested	485	440	445	423	434
Percent of total students tested	97	98	98	100	100
Number of students alternatively assessed	9	9	8	0	0
Percent of students alternatively assessed	2	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	77	73	53	57	49
Advanced	40	36	36	22	14
Number of students tested	412	334	335	325	304
2. African American Students					
Proficient and Above	73	77	62	46	50
Advanced	39	35	25	13	13
Number of students tested	30	22	30	27	21
3. Hispanic or Latino Students					
Proficient and Above	76	73	65	59	50
Advanced	41	35	34	21	13
Number of students tested	384	344	339	309	300
4. Special Education Students					
Proficient and Above	66	67	50	51	42
Advanced	35	39	35	14	20
Number of students tested	46	44	42	47	39
5. English Language Learner Students					
Proficient and Above	75	73	48	53	46
Advanced	27	31	30	21	12
Number of students tested	278	233	216	202	201
6. White					
Proficient and Above	73	78	72	70	77
Advanced	41	51	54	35	23
Number of students tested	31	40	36	52	64
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA.					

11CA14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Above	69	64	58	44	43
Advanced	26	23	19	13	13
Number of students tested	483	433	440	423	436
Percent of total students tested	96	96	97	100	100
Number of students alternatively assessed	14	15	14	0	0
Percent of students alternatively assessed	3	3	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	66	60	53	38	35
Advanced	24	19	16	10	8
Number of students tested	401	315	320	301	306
2. African American Students					
Proficient and Above	77	73	63	50	44
Advanced	16	27	17	12	13
Number of students tested	30	22	24	22	21
3. Hispanic or Latino Students					
Proficient and Above	65	60	52	38	35
Advanced	24	19	15	10	9
Number of students tested	367	320	308	272	302
4. Special Education Students					
Proficient and Above	55	59	50	34	31
Advanced	33	23	18	9	9
Number of students tested	56	58	58	53	40
5. English Language Learner Students					
Proficient and Above	63	55	48	31	30
Advanced	17	13	8	5	2
Number of students tested	272	228	212	187	203
6. White					
Proficient and Above	74	78	72	61	62
Advanced	37	37	26	17	21
Number of students tested	31	36	32	46	64
NOTES: Alternative assessment is the California Modified Assessment (CMA) and the Individual Education Program (IEP) team recommends the CMA.					

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